

# ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL

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Head teacher: Mrs Hilary Tyreman



## **Minutes of a Meeting of the Standards and SIP committee held on Tuesday 15<sup>th</sup> September, 2016 at 1.30pm**

<b>Present:</b>			
Jon Stobbs (Chair)	<b>JS</b>	Hilary Tyreman (Headteacher)	<b>HT</b>
Dan Rubens	<b>DR</b>		
Frank Wilton	<b>FW</b>		
Barbara McGuire	<b>BM</b>		
		Janet Standring (Clerk)	<b>JSt</b>
<b>Apologies:</b>		<b>Pecuniary Interests:</b>	
Noel Michell	<b>NM</b>	No changes recorded	

<b>No.</b>		<b>Action</b>
<b>1</b>	<b>Minutes of the last meeting:</b>	
<b>1.1</b>	The minutes of the last meeting were confirmed as a true record with minor amendments as recorded on file	

2.	<b>Matters Arising:</b>	
2.1.	<b>Further visit by LA/Diocese will take place at end of September</b>	
3.	<b>LA SEC Visit Report:</b>	
3.1.	The report on this visit was presented and accepted by Governors present	HT DR JS
3.2.	Disappointment was expressed with some of the SATS results	
3.3.	Does Head teacher's PM form part of this report in the future?	
3.4.	This takes place with the external advisor and the PM panel in November.	
3.5.	It was suggested that in future if this took place earlier the Head's targets could then be linked to staff targets.	
3.6.	The targets are aligned but it was worth a conversation with the advisor to discuss this suggestion	
3.7.	The next visit would be Tim Osborne (LA) and Jo Osborne from the Diocese (Director of Schools) this would take place on September 28th	
3.8.	Was this unusual as she had not visited before?	
3.9.	The review would cover all areas of leadership and management and as a Church School the Diocese have a responsibility and interest.	
4	<b>Standards and data; attainment and progress across the school:</b>	
4.1.	New middle leader roles were being developed throughout the school	
4.2.	As much information had been gathered as possible at this point in the school year.	
4.3.	National and Local comparisons had been made	
4.4.	<ul style="list-style-type: none"> <li><b>Early Years:</b> This is a strength of the school and is above local and national averages. Teaching and learning are of a very high quality.</li> <li>A report from the Early Years leader was presented. HT stated that it was important that the middle leaders present reports and are accountable to Governors</li> <li>Additional children were now applying for places in the Pre School, the increase in hours had had an impact on this.</li> <li>Were parents/carers invited into the school before their children started.</li> <li>This was the case but the present provision could be built upon.</li> <li>A discussion took place on the report and how improvements could be made.</li> <li>If the present post holder left would the school need to employ a qualified teacher in the Pre School?</li> <li>The school was fortunate that they had a qualified teacher in this role, but would not be able to pay the salary recommended for qualified teacher status, if this person left. The Nursery had to be sustainable independent of the school budget.</li> <li>93% of children had achieved the appropriate level at phonics screening and HT explained what was involved in</li> </ul>	

<p>4.5.</p> <p>4.6.</p>	<p>this</p> <ul style="list-style-type: none"> <li>• It was important to promote good practice in this area and to engage with all children</li> <li>• The school had been more successful with the y2 retakes in the phonics testing.</li> <li>• One child is working at a year above their peer group level in maths</li> <li>• <b>KS1;</b> The results were outlined in this area.</li> <li>• The group that had not achieved the accepted level in reading and phonics were now in y3 and measures were in place to address these issues</li> <li>• <b>KS2:</b> The figures in 2016 were not comparable to previous years due to significant changes in the curriculum</li> <li>• Reading continues to be strength of the school, but it was important that more pupils were able to achieve higher scores</li> <li>• Writing was an issue that was being addressed</li> <li>• Maths; the school was slightly below national average.</li> <li>• Teacher expectations were discussed, it was important that the expectations of the children were high enough</li> <li>• 56% of the children achieved appropriately in all the areas</li> <li>• On the whole the girls achieved higher than the boys</li> <li>• There was a lot of challenge in the school with a number of families from disadvantaged backgrounds</li> <li>• Children attend other schools for specific enrichment activities to enhance their learning.</li> <li>• One of the problems last year had been the surprise in the results at KS2, what measures were in place to ensure that this did not happen again.</li> <li>• Regular moderation meetings in writing will be taking place throughout the year</li> <li>• New ways of working with writing were being introduced.</li> <li>• How often was the data produced?</li> <li>• At present termly but it was agreed that this would move to half termly.</li> <li>• The y6 teacher was new to this cohort. What measures of support were in place?</li> <li>• Regular meetings take place and support is offered by the subject co ordinators.</li> <li>• It was decided that the subject Governors should have greater input with more regular meetings taking place. The y6 teacher would be visiting other schools to observe good practice</li> <li>• Visits to other schools would be covered from the training budget</li> <li>• How will the school ensure that the teacher who had moved from y6 was adequately supported.</li> <li>• HT was mindful of this and regular observations taking</li> </ul>	<p>HT</p>
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	<p>place</p> <ul style="list-style-type: none"> <li>• HT considered the results were better than 2015 and improvements could continue to be made</li> <li>• It was pointed out that y3 were a low achieving group at the present time</li> <li>• The first aim was to attain the floor standard in each age group, then then can be built upon</li> <li>• It is important that interventions are the best they can be</li> <li>• What impact does a child in the class with a number of additional need, have on the class?</li> <li>• Positive and varied interventions are in place. The child is well supported with inclusion co-ordinator and SENCo able to advise.</li> <li>• Y5 writing is starting from a below average point and this needs to be improved, care needed to be taken not to kill creativity.</li> <li>• It is now expected that writing is more precise and this has to be emphasized in teaching</li> <li>• Correlation between progress and achievement needs to be improved, and impact needs to be measured</li> <li>• The English report was presented to Governors</li> <li>• It was important to embed good practice in English though out the school</li> <li>• The school was in a more positive position this year</li> <li>• A general discussion took place on how teaching had started in the school for the new academic year, there was a clarity as to where the children were going and good engagement for both genders</li> <li>• The writing analysis, Reading progress and Maths progress was circulated to Governors and they were encouraged to comment</li> </ul>	
4.7.		
4.8.	<b>Leadership Team;</b> The new leadership team was outlined and HT stated she wanted subject leaders more involved in accountability to Governors	
4.9.	<b>The Maths report</b> was circulated to Governors, challenges were identified. Abacus is now used solely as a resource and the school has formulated it's own scheme in conjunction with the maths hub	
4.10.	Work is taking place with the y5 group who are under attaining in maths	
4.11.	How is the school going to ensure that all subjects are given the attention they need, if writing was put in place, how will they ensure that maths will not drop as a result? Careful monitoring will ensure that this does not happen	
5.	<b>School Improvement Plan;</b>	
5.1.	This has been discussed with the SLT and subject leaders	
5.2.	The SIP was circulated to Governors.	
5.3.	Enough independent work has to be available for efficient moderation	
5.4.	Effective marking and feedback is now taking place throughout the school	

5.5.	Work is ongoing on spelling and writing targets	
5.6.	Guided reading a whole class approach is being used	
5.7.	The school Action plan was detailed and Governors were invited to submit questions	
6	<b>Committee Terms of Reference;</b>	
6.1.	No changes were reported these would be emailed to Governors for any comments to be made	<b>HT/JSt</b>
7.	<b>Other Issues of urgency as approved by the Chair;</b> <b>None presented</b>	

The meeting closed at 3.15pm

Signed;.....Date;.....